



**Indiana Department of Education
MIDDLE SCHOOL BALANCED CURRICULUM VERIFICATION CHECKLIST AND
MIDDLE SCHOOL CURRICULUM POLICY-ASSURANCE FORM (DOE-HP)**

Accreditation School Year
Indiana Curriculum as required by 511 IAC 6.1-5-3.5

Legal Standard 23 – MIDDLE LEVEL CURRICULAR OFFERINGS (511 IAC 6.1-5-0.5 and 511 IAC 6.1-5-3.5)

Date Due- January 31 (Accreditation Year Only)

Submittal Form: MIDDLE LEVEL CURRICULUM POLICY-ASSURANCE FORM

Documentation Procedure- Each school must complete and maintain the completed **Middle Level Curriculum Verification Checklist** on file at the school until the next accreditation cycle. In addition, each school principal must complete and submit to the Indiana Department of Education (IDOE), Office of Program Development the **MIDDLE LEVEL CURRICULUM POLICY-ASSURANCE FORM** that specifically assures the State Board of Education that the school's curriculum provides instructional programs and opportunities in accordance with State Board of Education rule 511 IAC 6.1-5-3.5.

Verification Procedure- Upon receipt of the assurance statement, the Office of Program Development verifies that a school has assured the State Board that it meets the middle school curriculum requirements and provides specific notation of any school's noncompliance to the Division of School Accreditation.

Contact Information: **Office of Program Development**
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798
Phone: 800-527-4930
Website: www.doe.state.in.us/opd

Assurance Form must be submitted with the principal's original signature by January 31 of the accreditation year.
Please contact us with questions at (317) 232-9170 or (800) 894-4044.

Mail the completed Assurance Form to:
Attention Curriculum Verification, Office of Program Development
Room 229, State House, Indianapolis, IN 46204-2798

***The IDOE reserves the right to review your "Middle/Junior High School Balanced Curriculum Verification Checklist" if needed.**



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| School Name and Number: | Review Date: |
|--------------------------------|---------------------|

Directions: Based on your evaluation, rate the effectiveness of your curriculum for each subject area on the chart below, using the defined rating scale.
 + strong component ✓ satisfactory - needs improvement NA not applicable

| | | | | | | | | | | | | |
|---|--|--|--|--|----------------|---|----------------|----|----------------|---|---|----|
| Sec. 3.5 (a) In each grade 7 and 8, or each grade 6 through 8 in middle schools that include grade 6, the middle school curriculum: (1) shall include a balance of learning experiences in the subject areas listed in subsections (b) through (l) and should be provided through interdisciplinary activities; (2) shall be appropriate to the developmental characteristics of young adolescents; (3) shall be consistent with the Academic Standards developed under IC 20-10.1-16-6 [<i>IC 20-10.1 was repealed by P.L.1-2005, SECTION 240, effective July 1, 2005. See IC 20-31-3.</i>] and the general principles in section 0.5 of this rule; (4) should develop student competency in gathering, using, and evaluating information and ideas in a technology-rich environment; and (5) may be provided in a team setting. | | | | | | | | | | | | |
| (b) Language Arts: In addition to opportunities to use language to think and communicate effectively, middle school language arts shall provide: | | | | | Grade 6 | | Grade 7 | | Grade 8 | | | |
| Time: minutes/week | | | | | + | ✓ | - | NA | + | ✓ | - | NA |
| Mark appropriate column for each category. | | | | | + | ✓ | - | NA | + | ✓ | - | NA |
| (1) Opportunities for students to apply reading and language arts skills in order to: (A) learn middle school content area concepts, principles, and processes; (B) understand classic and contemporary literature, poetry, magazines and periodicals, and newspapers; (C) gather, analyze, and synthesize information in a variety of formats including electronic and online information to satisfy personal and school related needs; (D) speak and listen effectively and communicate using various media; and (E) effectively use English language conventions. | | | | | | | | | | | | |



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| <p>(2) The language arts curriculum shall provide instruction in Indiana's Academic Standards for English/Language Arts, including</p> <p>(A) word recognition, fluency, and vocabulary development;</p> <p>(B) reading comprehension;</p> <p>(C) literary response and analysis;</p> <p>(D) writing process;</p> <p>(E) writing applications;</p> <p>(F) written language convention, and</p> <p>(G) listening and speaking</p> | | | | | | | | | | | | |
| <p>(c) Mathematics: In addition to opportunities to use mathematical knowledge and methods to solve problems and reason logically, middle school mathematics shall provide active learning experiences:</p> | Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
| Time: minutes/week | | | | | | | | | | | | |
| Mark appropriate column for each category. | + | ✓ | - | NA | + | ✓ | - | NA | + | ✓ | - | NA |
| <p>(1) That enable students to apply mathematical skills in order to:</p> <p>(A) reason and communicate mathematically;</p> <p>(B) apply the power and utility of mathematics to understand, describe, and analyze complex situations; and</p> <p>(C) acquire knowledge and skills necessary to use mathematics to solve problems both in school and in their daily lives.</p> | | | | | | | | | | | | |
| <p>(2) The mathematics curriculum shall provide instruction in Indiana's Academic Standards for Mathematics, including:</p> <p>(A) number sense;</p> <p>(B) computation;</p> <p>(C) algebra and functions;</p> <p>(D) geometry;</p> <p>(E) measurement;</p> <p>(F) data analysis and probability; and</p> <p>(G) problem solving.</p> | | | | | | | | | | | | |
| <p>(d) Social Studies: middle school social studies enables students to understand the unique cultural experiences and political institutions of the U.S, and other nations around the world.</p> | Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
| Time: minutes/week | | | | | | | | | | | | |
| Mark appropriate column for each category. | + | ✓ | - | NA | + | ✓ | - | NA | + | ✓ | - | NA |
| <p>(1) Middle school social studies curriculum shall enable students to gather, describe, analyze, and synthesize information related to economic and geographic principles, their heritage, their government, and the world around them.</p> | | | | | | | | | | | | |



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| (2) The social studies curriculum shall provide instruction in Indiana's Academic Standards for Social Studies, including (A) history; (B) civics and government; (C) geography; (D) economics; and (E) individuals, society, and culture. | | | | | | | | | | | | |
| (e) Science: middle school science enables students to understand and apply scientific knowledge and methods. | Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
| Time: minutes/week | | | | | | | | | | | | |
| Mark appropriate column for each category. | + | ✓ | - | NA | + | ✓ | - | NA | + | ✓ | - | NA |
| (1) The middle school science curriculum shall enable students to go beyond identifying and describing general scientific principles to using scientific processes to address personal, community, or societal issues. | | | | | | | | | | | | |
| (2) The science curriculum shall provide instruction in Indiana's Academic Standards for Science including: (A) the nature of science and technology; (B) scientific thinking; (C) the physical setting; (D) the living environment; (E) the mathematical world; (F) the historical perspectives; and (G) the common themes that pervade science, mathematics, and technology. | | | | | | | | | | | | |
| (f) Fine Arts shall meet all student needs for aesthetic enrichment and the development of artistic and musical talents and abilities. | | | | | | | | | | | | |
| (g) Visual Arts | Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
| Time: minutes/week | | | | | | | | | | | | |
| Mark appropriate column for each category. | + | ✓ | - | NA | + | ✓ | - | NA | + | ✓ | - | NA |
| (1) The middle school visual arts curriculum shall enable students to: (A) expand their knowledge, and technical skills in visual arts; (B) recognize the value of art for self and society; (C) apply perceptual, analytical, and technical skills in responding to art in the areas of history, criticism, and aesthetics; (D) create art utilizing a range of subject matter, symbols, and ideas; and (E) apply the elements and principles of design using two (2) and three (3) dimensional media. | | | | | | | | | | | | |



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| <p>(2) The visual arts curriculum shall provide instruction in Indiana's Academic Standards for the Visual Arts, including:</p> <p>(A) responding to art in the areas of history, criticism and aesthetics;</p> <p>(B) creating art by applying elements and principles of design two (2) and three (3) dimensional media, and a range of subject matter, symbols, and ideas;</p> <p>(C) identifying careers in art and their roles in the community; and</p> <p>(D) integrating visual arts concepts and activities, the other arts, and disciplines outside the arts.</p> | | | | | | | | | | | | |
| (h) Music | Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
| Time: minutes/week | | | | | | | | | | | | |
| Mark appropriate column for each category. | + | ✓ | - | NA | + | ✓ | - | NA | + | ✓ | - | NA |
| <p>(1) The middle school music curriculum shall enable students to:</p> <p>(A) have experiences in listening, creating, performing, and responding;</p> <p>(B) study of the structural elements of music; and</p> <p>(C) build independent perceptual, analytical, and technical skills to perform music, make informed judgments, be critical listeners and create and evaluate music.</p> | | | | | | | | | | | | |
| <p>(2) The music curriculum shall provide instruction in Indiana's Academic Standards for music including:</p> <p>(A) singing alone and with others;</p> <p>(B) playing instruments alone and with others;</p> <p>(C) reading, notating, and interpreting music;</p> <p>(D) improvising melodies and accompaniments;</p> <p>(E) composing and arranging music within specified guidelines;</p> <p>(F) listening to, analyzing, and describing music;</p> <p>(G) understanding relationships between music, the other arts, and disciplines outside the arts;</p> <p>(H) understanding music in relation to history and culture; and</p> <p>(I) evaluating music and music performances.</p> | | | | | | | | | | | | |
| (i) The Practical Arts Education Curriculum offers experience in a minimum of two of the following four curriculum areas: agricultural science and agribusiness, business, family and consumer sciences, technology education. The middle school practical arts education curriculum: | Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
| Time: minutes/week | | | | | | | | | | | | |
| Mark appropriate column for each category. | + | ✓ | - | NA | + | ✓ | - | NA | + | ✓ | - | NA |
| <p>(1) provides experiences through which students:</p> <p>(A) recognize technological systems and developments;</p> <p>(B) become aware of the possibilities and limitations of technology;</p> | | | | | | | | | | | | |



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| (C) use technological systems and developments to prevent and solve problems related to home, school, community, and workplace; (D) develop skills in managing individual and family responsibilities; and (E) assess personal interests and aptitudes in relation to various career opportunities; and | | | | | | | | | | | | |
| (2) provides experiences in subdivision (1) through the areas of (A) agribusiness (B) business (C) family and consumer science (D) technology education | | | | | | | | | | | | |
| (j) Health | Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
| Time: minutes/week | | | | | | | | | | | | |
| Mark appropriate column for each category. | + | ✓ | - | | + | ✓ | - | | + | ✓ | - | |
| (1) The middle school health and wellness curriculum shall provide instruction in Indiana's Academic Standards for Health, including: (A) describing the relationship between personal health behaviors, injury, illness, and disease prevention; (B) accessing and evaluating health information, products, and services; (C) analyzing the role of family, culture, peers, community, media, and technology on health and healthy behaviors; (D) practicing decision-making and goal setting skills to enhance personal health and wellness; and (E) advocating for personal, family, and community health. | | | | | | | | | | | | |
| (k) Physical Education | Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
| Time: minutes/week | | | | | | | | | | | | |
| Mark appropriate column for each category. | + | ✓ | - | | + | ✓ | - | | + | ✓ | - | |
| (1) The middle school physical education shall provide instruction in Indiana's Academic Standards for Physical Education and develop fundamental and refined techniques of movement in rhythmic activities, recreational activities, and fitness activities including: (A) movement forms and patterns; (B) concepts and principals of motor skills; (C) physically active lifestyles; (D) physical fitness; (E) responsible personal and social behavior in physical activity settings; (F) respect for differences among people in physical activity settings; and (G) opportunities for enjoyment, challenge, self-expression and social interactions. | | | | | | | | | | | | |



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| (l) The middle school advisor-advisee program shall provide students with opportunities for regular communication with a licensed teacher about the student's academic program. The advisor-advisee program may include, but is not limited to, the following activities | Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
| Time: minutes/week | | | | | | | | | | | | |
| Mark appropriate column for each category. | + | ✓ | - | | + | ✓ | - | | + | ✓ | - | |
| (1) Career awareness | | | | | | | | | | | | |
| (2) Study skills | | | | | | | | | | | | |
| (3) Conflict resolution | | | | | | | | | | | | |
| (m) The middle school curriculum should be enriched through exploratory experiences such as, but not limited to, the following: | Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
| Time: minutes/week | | | | | | | | | | | | |
| Mark appropriate column for each category. | + | ✓ | - | | + | ✓ | - | | + | ✓ | - | |
| (1) Career explorations, including opportunities that: (A) support a positive attitude toward work; (B) develop transition skills needed for life and career adjustments; (C) understand the relationships between personal qualities and work choices; (D) focus on making decisions, setting goals, and taking action; (E) explore lifestyle and career planning; (F) assist students to learn how to use leisure time; and (G) help students to understand how community awareness relates to work | | | | | | | | | | | | |
| (2) Community service activities that give students structured opportunities to: (A) apply curriculum-based knowledge in experiential settings through fulfillment of an unmet community need; and (B) reflect on and understand the impact and importance of their efforts as well as the educational benefit to themselves. | | | | | | | | | | | | |
| (3) Middle school world languages curriculum that enable students to (A) communicate through oral and written forms; (B) understand and recognize the significance of cultural similarities and differences; and (C) participate in multilingual communities using technology; and (D) provide instruction in Indiana's Academic Standards for World Languages | | | | | | | | | | | | |